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ABSTRACT

This report describes specific requirements of Public Law 94-142 concerning the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that qualified personnel deliver appropriate educational and related services to handicapped children and youth in Delaware. Various components of the CSPD are reviewed, including the scope of the system, participation, needs assessment, inservice training plans, dissemination of information derived from research and demonstration projects, promising educational practices, and evaluation. Appendices contain a copy of the training needs survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (JDD)

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

1988-89 CSPD REPORT
DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

1988-89 REPORT

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State Supervisor
Exceptional Children/Special Programs

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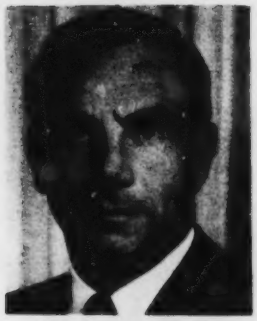

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Special Acknowledgement

Because the CSPD Report is an annual occurrence, some of the text of this report appeared in the first CSPD report (1987/88) prepared by Dr. George A. Smith, former CSPD Chairperson. His contribution is acknowledged.

Abstract

Public Law 94-142 mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that qualified personnel deliver the appropriate educational and related services. This report describes the specific requirements of the Law, Delaware's CSPD system, and the proposed action plan. The scope of the CSPD system includes descriptions of inservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and a description of procedures for acquiring and disseminating significant information derived from research and demonstration projects.

INTRODUCTION

Over a decade ago, Public Law 94-142, the Education for All Handicapped Children Act (EHA), mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that "qualified" personnel deliver the appropriate services (Sections 613a.3. and 614a.1.c.i.).

Each State Education Agency (SEA) is required to include in its Annual Program Plan - the State Plan - a section describing the development and implementation of the personnel development system/CSPD. The scope of the CSPD system must include a description of:

(1) the inservice training of general and special education personnel including instructional, related service, and support employees, based on an annual needs assessment;

(2) procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified; and

(3) procedures for acquiring and disseminating significant information derived from research and demonstration projects and, where appropriate, adopting promising educational practices and materials derived from those projects. (CFR 300.380)

In the development and recent passage of P.L. 99-457, the EHA amendments of 1986, certain concerns were raised about the qualifications of personnel providing special education and related services. Specifically, an increasing number of teachers and related service employees have been issued temporary or emergency certificates that do not meet the full certification standards related to their specialty area.

Consequently, P.L. 94-142 has been amended to ameliorate this condition, namely, SEAs are to include in their State Plans "policies and procedures ...to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including: (a) the establishment and maintenance of standards which are consistent with any State approved or recognized certification, licensing...and (b) the retraining or hiring of personnel" to meet the "highest requirements in the State applicable to a specific profession or discipline."

In addition to personnel qualifications, P.L. 94-142 requires the inclusion of the following components in the CSPD section of the State Plan (CFR 300.381-386):

(1) participation of other agencies and institutions of higher education in the development of the CSPD plans;

(2) inservice training (meaning any training other than that received by an individual in a full-time program that leads to a degree) based on an Annual Needs Assessment;

(3) a Personnel Development Plan that describes and is based on the results of the Needs Assessment and which identifies needs and target populations for development;

(4) dissemination of significant information and promising practices derived from relevant research and demonstration projects to personnel, administrators, agencies, and appropriate organizations;

(5) provision for a statewide system designed to (a) adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration, (b) reassess the educational practices used in the State, and (c) identify human and material resources (technical assistance) that may assist in meeting personnel needs; and

(6) procedures for evaluating and monitoring CSPD activities.

In the following sections the various CSPD components are described and, where appropriate, needs assessment results are reported. CSPD components include the scope of the system, participation, needs assessment, inservice training plans, dissemination, promising educational practices, and evaluation.

CSPD COMPONENTS

Scope of the System. By law, the Comprehensive System of Personnel Development (CSPD) must include a description of the inservice training of both general and special educational instructional, related, and support personnel regarding the "education" of handicapped children and youth. In addition, the CSPD must include procedures to ensure that personnel delivering services to handicapped children and youth are "qualified" and

that significant instructional practices and materials based on relevant research or demonstration projects are disseminated to these professionals.

Specifically, the scope of the CSPD includes, but is not limited to, needs assessment, inservice plans, promising educational practices, dissemination, evaluation, and the participation of interested parties in these components. Also, included are personnel projections, e.g., the number of qualified persons available, the number of new personnel needs to carry out EHA requirements, and target groups requiring training or retraining.

Participation. P.L. 94-142 indicates that each state educational agency must insure that all public and private institutions of higher education, as well as other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the state that have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the CSPD (CFR 300.381).

In addition, the State Plan must describe the nature and extent of the participation described above, including the responsibilities of the SEA, LEAs, public and private IHEs and other agencies. The participation to be described concerns the comprehensive system as a whole and the personnel development plan.

Currently, the following representation comprises Delaware's CSPD Committee:

Department of Public Instruction (SEA):
- Member, Instructional Division
- Member, Exceptional Children/Special Programs Division
- Member, Vocational Education Division
- Member, Certification and Personnel Division
- Member, Planning, Research & Evaluation Division

Local School Districts (LEAs):
- Member, Capital School District
- Member, Christina School District
- Member, Sterck School for the Hearing Impaired

Agencies:
- Member, Department of Health and Social Services/ Division for the Visually Impaired
- Member, Department of Services for Children, Youth, and Their Families

Institutions of Higher Education:
Member, University of Delaware

Organizations:
Member, Delaware State Education Association
Member, DE Speech-Language-Hearing Association
Member, Delaware School Psychologists Association

Advocacy Groups:
Member, Governor's Advisory Council for Exceptional Citizens

Although the membership described above reflects CSPD participants for the past year (1988/89), said membership is by no means static.

The CSPD Committee, working in sub-committees or as a whole, performs such functions as: (1) designing data-collection instruments for needs assessment, (2) reviewing the results of the data-collection activities, (3) setting training priorities, (4) reviewing teacher supply and demand information, (5) reviewing the CSPD section of the State Plan, (6) reporting staff shortages and recruitment problems, (7) commenting on State teacher and staff certification requirements, (8) suggesting types of training needed and, in some cases, the content of that training, (9) annually updating information for the CSPD section of the State Plan, and (10) program evaluation.

In the past, participation by Delaware's institutions of higher education has been limited to the University of Delaware and Delaware State College, which have approved teacher preparation programs in special education. Representatives from these organizations sit on the CSPD Committee and have no separate and distinct responsibilities other than to share information regarding existing or projected preservice and inservice activities.

Both institutions have submitted grant proposals for the preparation of special educators (84.029B). Each of these proposals addresses personnel and training needs in the State, specifically, transitional/vocational specialization for secondary level special educators (University of Delaware), programming for "at risk" children (Delaware State College), and training of paraprofessionals (Delaware Technical and Community College).

The State Department of Public Instruction provides the managerial leadership for CSPD. The Committee was originally co-chaired by staff of the Exceptional Children/Special Programs Division. Presently, the Committee is operating with a single

chairperson. Division staff, however, are involved in the distribution, collection, and interpretation of the needs assessment survey before the findings are presented to the entire Committee for review.

The process typically flows in the manner indicated below. Once the needs assessment survey form is received from DPI, the local school districts and relevant agencies distribute and collect the completed surveys prior to forwarding them to DPI. This task is generally performed by the special education supervisor with the cooperation of district/agency teachers, related service personnel, administrators and other targeted professionals.

LEA personnel also specify in their annual EHA-Part B plan/application the inservice training needs and the proposed training. Also included are the unique requirements of specialty staff, e.g., teachers of the hearing and visually impaired, speech pathologists, and other professionals serving low incidence populations. Because Delaware is a small state, LEAs contact DPI staff directly, and through these informal communications, address additional inservice and staffing needs.

Evidence of this participatory process is typically seen in CSPD Committee meeting minutes, needs assessment survey revisions, and workshops or training conferences.

Annual Needs Assessment. Annual training needs are determined primarily by means of a needs assessment survey that is distributed statewide on a yearly basis. The survey, attached as Appendix I, is the form used currently. This particular form was first used in the spring of 1987.

Copies of the survey, along with completion directions, were forwarded to district and agency supervisors of special education in May, 1988. LEA and agency supervisors were asked to distribute surveys to one randomly selected elementary school, one middle or junior high school, and one senior high school. Principals, in turn, randomly selected regular and special teachers and all educational diagnosticians, school psychologists, speech pathologists, physical and occupational therapists, employed or contracted. Completed copies were to be returned directly to DPI. Of the 945 surveys forwarded, 641 were returned completed - approximately a 68% response rate. Data were analyzed utilizing the SPSS-X System enabling cross-tabulations between and among variables. Table I shows the response distribution for school districts.

TABLE I

DEMOGRAPHIC INFORMATION

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEM	FREQUENCY	PERCENT
DISTRICT CODE		
10 CAESAR RODNEY	28	4.4%
13 CAPITAL	40	6.2%
15 LAKE FOREST	32	5.0%
16 LAUREL	20	3.1%
17 CAPE HENLOPEN	4	.6%
18 MILFORD	32	5.0%
23 SEAFORD	17	2.7%
24 SMYRNA	17	2.7%
29 APPOQUINIMINK	20	3.1%
31 BRANDYWINE	86	13.4%
32 RED CLAY CONSOL	4	.6%
33 CHRISTINA	85	13.3%
34 COLONIAL	102	15.9%
35 WOODBRIDGE	24	3.7%
36 INDIAN RIVER	57	8.9%
37 DELMAR	5	.8%
38 NC.CY.VOC.TECH	18	2.8%
39 KENT CY.VOC.TECH	2	.3%
40 SUSSEX CY.VOC.TECH	5	.8%
99 DEPT. OF HEALTH & SOC.SVCS	27	4.2%
98 DEPT OF SVCS. FOR CHILDREN,YOUTH AND THEIR FAMILIES	8	1.2%
MISSING RESPONSES	8	1.2%
TOTAL	641	100.0%

The ratio of female respondents (n = 509) to male respondents (n = 120) was approximately 3 to 1; twelve respondent failed to complete this item. The average age of the respondents was 42.5; the range 25 to 61. The model age was in the range from 36 to 40. White respondents numbered 575, whereas minorities accounted for 58, an approximate ratio of 10 to 1. Eight respondents failed to complete this item.

One hundred sixty-eight (168) respondents were special education teachers, 274 were regular education teachers, 10 vocational, and 7 specialty teachers of music, art, or physical education. Eight (8) respondents were counselors or visiting teachers, 84 were occupational or physical therapists or speech pathologists, one (1) was a teacher of adult basic education, forty-eight (48) were psychologists, twenty-five (25) were educational diagnosticians, three (3) were school nurses. Two (2) respondents were administrators. Eleven (11) respondents classified themselves as other. Five hundred ninety-two (592) respondents, or 92.4%, reported holding standard certification. Three percent (3%), or 19 of the respondents, held limited standard certification. A total of 9 respondents, or 1.4%, held provisional or permit status, or 1.1%, and .3% respectively. Twenty-one (21), or 3.3% of the sample, did not respond to this item.

TABLE II

Table II presents respondent preferences for presentation formats, trainers, presentors, and training schedule. The following summarizes the top three preferences for each in priority order:

1. Preference for Presentation Format

   (a) Formal course (1 or more inservice credits or college course)
   (b) Topical Conference
   (c) Mini-course (1 inservice credit or less)

2. Preference for Trainer

   (a) School practitioner/university/college faculty (tied)
   (b) State agency personnel
   (c) National leader
   (d) Private agency personnel

3. Preference for Presentor

   (a) Skill development
   (b) Knowledge and information
   (c) Problem-solving
   (d) Observation of model sites

4. Preference for Training Schedule

   (a) Inservice days
   (b) Immediately after school
   (c) Summer
   (d) Evening
   (e) In-class coaching

TABLE II
PRIORITY CHOICES FOR*
TRAINING FORMAT

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. MINI-COURSES (1 INSV. CR. OR LESS)	531	83.2%
2. FORMAL COURSES (1+ INSV. CR. OR COLLEGE COURSE)	353	55.3%
3. TOPICAL CONFERENCE	343	53.8%
4. CUSTOMIZED DISTRICT INSERVICE	300	47.0%
5. CUSTOMIZED SCHOOL INSERVICE	340	53.3%
VALID CASES	638	100.0%
PREFERENCES FOR TRAINERS(S)		
1. SCHOOL PRACTITIONERS	476	75.4%
2. UNIVERSITY/COLLEGE FACULTY	476	75.4%
3. PARENTS OR ADVOCATES	67	10.6%
4. STATE AGENCY PERSONNEL	263	41.7%
5. NATIONAL LEADERS	251	39.8%
6. LEGAL EXPERTS	70	11.1%
7. PRIVATE AGENCY PERSONNEL	188	29.8%
8. FEDERAL AGENCY PERSONNEL	43	6.8%
VALID CASES	631	100.0%
PREFERENCES FOR PRESENTOR(S)		
1. KNOWLEDGE AND INFORMATION (LECTURE, PANEL, SYMPOSIUM)	456	73.3%
2. PROBLEM SOLVING (BRAINSTORMING, ROLE PLAY, ETC.)	412	66.2%
3. SKILL DEVELOPMENT (PRODUCT DEMO AND TRY OUT)	489	78.6%
4. ON-THE-SPOT COACHING	129	20.7%
5. OBSERVATION OF MODEL SITES	335	53.9%
VALID CASES	622	100.0%
PREFERENCES FOR TRAINING SCHEDULE		
1. IMMEDIATELY AFTER SCHOOL	441	71.8%
2. EVENING	205	33.4%
3. SATURDAY	77	12.5%
4. INSERVICE DAYS	536	87.3%
5. SUMMER	318	51.8%
6. IN-CLASS COACHING	153	24.9%
VALID CASES	614	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES FROM ALL RESPONDENTS

The type of child served indicated a fairly equitable distribution. Two hundred seventy-three (273) respondents indicated they served regular students; another 118 indicated they served students with learning disabilities; 32 served orthopedically handicapped; 21 served students classified as SEM; one (1) served students classified as EMH; 3 respondents served students classified as TMH; 4 respondents served students in SMH programs; a total of 25 respondents served students in cross categorical combinations; 7 served students with hearing impairments; 1 served students classified as deaf/blind. Another 59 indicated they served children with autism, visual or speech-language impairments or 1, 7, and 51 respectively. Four (4) indicated they served gifted students. Ninety-two (92) stated they served other categories. These respondents included visiting teachers, counselors, psychologists, educational diagnosticians, and physical and occupational therapists. One (1) individual did not respond to this item. Table III reflects type of student served.

A further breakdown of the data is shown in Table IV summarizing program description. A total of 51 respondents served in programs for zero to five year old children. Two (2) respondents served infants/toddlers; 19 served in programs for preschoolers; 30 served children in kindergarten. A total of 243 served elementary level students. Specifically, 172 respondents served students in grades 1-3, and 71 served students in grades 4-5. Seventy-four (74) respondents served students in grades 6-8. Students served in grades 9-12 are represented by 82 respondents. Vocational-technical schools, grades 9-12, are represented by 35 respondents. Four (4) respondents were administrators representing regular and special education. Three (3) respondents served in agencies, namely the Department of Services for Children, Youth and Their Families, and the Department of Health and Social Services, Division for the Visually Impaired. One hundred forty-eight (148) respondents indicated they served students in other programs. This group includes counselors, visiting teachers, psychologists, educational diagnosticians, physical and occupational therapists, agency personnel, nurses, and all others who served students across curriculum or grade levels. One (1) respondent could not be identified by program type.

The Needs Assessment Survey addressed nine topical areas: training format, administration and law, pre-referral interventions, diagnosis and assessment, placement and individualized educational programs (IEPs), special curricula, related services, mainstreaming and transition, and review of pupil progress. These prioritized topical areas, in rank order, are shown in Table V.

TABLE III

V. TYPE OF STUDENT SERVED	FREQUENCY	PERCENT
AUTISTIC	1	.2%
HEARING IMPAIRED	7	1.1%
DEAF/BLIND	1	.2%
VISUALLY IMPAIRED	7	1.1%
ORTHOPEDICALLY HANDICAPPED	32	5.0%
SPEECH/LANGUAGE IMPAIRED	51	8.0%
LD	118	18.4%
SEM	21	3.3%
EMH	1	.2%
TMH	3	.5%
SMH	4	.6%
MIXED (TMH/SMH)	13	2.0%
MIXED (EMH/TMH/SMH)	12	1.9%
REGULAR ("NOT IDENTIFIED")	273	42.6%
GIFTED	4	.6%
OTHER	92	14.4%
MISSING RESPONSES	1	.2%
TOTAL	641	100.0%

TABLE IV

VI. PROGRAM DESCRIPTION	FREQUENCY	PERCENT
INFANTS/TODDLERS (BIRTH-2)	2	.3%
PRESCHOOL (3-4)	19	3.0%
KINDERGARTEN	30	4.7%
GRADES 1-3	172	26.8%
GRADES 4-5	71	11.1%
GRADES 6-8	74	11.5%
GRADES 9-12	82	12.8%
GRADES 9-12/VO-TECH	35	5.5%
LEA SUPERV./ADMIN.(SP.ED.)	3	.5%
LEA SUPERV./ADMIN.(REG.ED.)	1	.2%
AGENCY	3	.5%
OTHER	148	23.1%
MISSING RESPONSES	1	.2%
TOTAL	641	100.0%

TABLE V

1. Diagnosis and Assessment

   a. Emotional adjustment
   b. Intellectual achievement
   c. Educational assessment
   d. Social adjustment
   e. Adaptive behavior/functional skills
   f. Speech/language function

2. Special Curricula/Treatment

   a. Content
      (i) Psychotherapy/counseling
      (ii) Social skills
      (iii) Cooperative learning/peer tutoring
      (iv) Computer-assisted instruction
      (v) Writing skills

   b. Methods
      (i) Behavior modification
      (ii) Individualizing instruction/adapting materials (tied)
      (iii) Selecting effective materials
      (iv) Special skills training
      (v) Classroom management
      (vi) Computer assisted instruction
      (vii) Psychotherapy/counseling

3. Prereferral Considerations

   a. Eligibility criteria
   b. Documenting behavioral interventions
   c. Alternatives to special education
   d. Classroom organization/management using appropriate materials (tied)
   e. Documenting effective teaching
   f. Observation techniques

4. Related Services

   a. Early identification of disabilities
   b. Counseling services
   c Psychological services
   d. Speech/language services
   e. Parent's role in education
   f. Communication skills of conferencing
   g. Occupational therapy

5. Placement and IEPs
   a. IEP forms and procedures
   b. Formulating goals and objectives
   c. Alternative placements
   d. Participating in IEP meetings
   e. Effecting mainstreaming
   f. Mainstreaming
   g. Least restrictive environment
   h. Due process procedures

6. Administration and Law

   a. Training
      (i) Law/regulations for the handicapped
      (ii) Program quality standards for special education
      (iii) State administrative manual/revisions
      (iv) Suspected child abuse
      (v) Suspension and expulsion
      (vi) Parent involvement in treatment programs

Sub-categories of the CSPD Needs Assessment data are listed under each of the priorities, in rank order, beginning on page 13 (Table V). Specific data are attached in Appendices II-A through G.

Worthy of mention are the topical areas of least restrictive environment (20.6%), transition and review of pupil progress, each with a 20.4% response rate. These areas are closely related to least restrictive environment concerns.

These findings are based on an analysis of the results of the formal CSPD Needs Assessment Survey. (See Appendix I.) Responses were solicited from a sample of vocational, regular and special teachers at elementary, middle/junior and senior high schools as well as all psychologists, speech pathologists, educational diagnosticians, and physical and occupational therapists, employed or contracted. Particular emphasis was placed on professionals serving low-incidence populations. Survey data were then presented to the members of the CSPD Committee which helped interpret findings and clarify priorities. Moreover, the CSPD Committee contributed to the process of identifying training needs by presenting concerns or information on topics not covered by the survey, for example, the educational surrogate parent program, parent training needs, and personnel supply and demand, among others. Educational surrogate parent and parent needs were assessed by means of separate surveys.

Interestingly, many of the priorities determined by the CSPD Needs Assessment coincide with those dictated by recent events, namely, the monitoring report from the Office of Special Education and Rehabilitation Services (OSERS) that resulted in the revision of the State Administrative Manual. For example, the monitoring report cited LRE as a priority; LRE also showed up as a training need as part of two topical areas: Pre-referral Considerations, and Placement and IEPs.

A sub-category reflected by the Needs Assessment Survey that coincides with DPI priorities dictated by the Administrative Manual revision is eligibility criteria. Task forces have been formed and charged with the revision of categorical definitions and eligibility criteria for each of the various handicapping conditions. These task forces are also considering non-categorical classification and delivery of services, at least for handicapped students with mild disabilities.

In addition to the Needs Assessment Survey and given the size of the State, specific requests for inservice and preservice training can be made directly to the staff of the Division for Exceptional Children/Special Programs, DPI. If necessary, these requests are forwarded to the appropriate person and acted on within the context of the overall inservice plan, that is, plans resulting from the combination of Regional Resource Center, EHA-Part B, EHA-Part D and other resources. Another general consideration that contributes to CSPD plans is that of personnel projections which are obtained from the Divisions of Planning, Research and Evaluation and Certification and Personnel. Teacher shortages would have an impact on the overall inservice plan simply because personnel employed to fill these shortages may not be as qualified as those that have full certification.

Personnel data are presented in Tables VI and VII. These data were obtained from tables in current and past reports of educational statistics published by DPI. The figures show an increase in the number of special education teachers with provisional and limited certificates. Table VIII and Figure 1 present the number of unfilled vacancies and emergency certificates for all categories of personnel. Implications of this trend will be addressed by the CSPD Committee as part of the 1988/89 agenda.

Further analysis of training needs, by program or teacher type, generally reflect the aggregate needs expressed by all respondents. Data on priortized training needs are attached in Appendix III-A through P.

TABLE VI

Renewals and New Certificates Issued to Teachers of Exceptional Children

Year	Prof. Status	Initial Standard	Lim. Std.	Prov.	Emerg.	Total
1986/7	127	97	33	23	4	284
1987/8	41	87	78	9	6	221
1988/9	22	51	55	11	2	141

Prof. Status: Issued for five years.
Initial Std.: Initial (5 year) certificate.
Limited Std.: Issued to persons who meet the requirements of the specific certificate and agree to complete the remaining deficiencies towards full certification within a given time period.
Provisional: Issued at the request of a school district to a person who has a college degree and is working for full certification.
Emergency: Issued for one year after August 15 on declaration by a school district of an emergency and with the approval of the Certification Division.

TABLE VII

DEMAND TREND DATA
SPECIAL EDUCATION CLASSROOM TEACHERS, K-12
1972-73 THRU 1988-89

	Special Education Classroom Teachers, K-12								New Special Classroom Teaching Positions	K-12 Special Pupil Enrollment (F.T.E.)	K-12 Special Pupil/Teacher Ratio
	Total		Returning		New		Attrition				
Year	No.	%	No.	%	No.	%	No.	%			
1972-73	454	100.0	384	84.6	70	15.4	-	-	-	5,490	12.1
1973-74	538	100.0	417	77.5	121	22.5	37	8.1	84	6,605	12.3
1974-75	608	100.0	505	83.1	103	16.9	33	6.1	70	7,208	11.9
1975-76	690	100.0	621	90.0	69	10.0	-13	-2.1	82	7,598	11.0
1976-77	734	100.0	653	89.0	81	11.0	37	5.4	44	8,073	11.0
1977-78	845	100.0	720	85.2	125	14.8	14	1.9	111	8,928	10.6
1978-79	875	100.0	753	86.1	122	13.9	92	10.9	30	9,326	10.7
1979-80	987	100.0	879	89.1	108	10.9	-4	-0.5	112	10,030	10.2
1980-81	1,009	100.0	958	94.9	51	5.1	29	2.9	22	9,744	9.7
1981-82	1,011	100.0	967	95.6	44	4.4	42	4.2	2	9,562	9.5
1982-83	1,009	100.0	970	96.1	39	3.9	41	4.1	-2	9,581	9.5
1983-84	1,045	100.0	993	95.0	52	5.0	16	1.6	36	9,864	9.4
1984-85	1,076	100.0	1,004	93.3	72	6.7	41	3.9	31	10,110	9.4
1985-86	1,104	100.0	1,018	92.2	86	7.8	58	5.4	28	10,352	9.4
1986-87	1,160	100.0	1,067	92.0	93	8.0	37	3.4	56	10,413	9.0
1987-88	1,170	100.0	1,109	94.8	61	5.2	51	4.4	10	9,984	8.5
1988-89	1,139	100.0	1,102	96.8	37	3.2	68	5.8	-31	9,523	8.4

TABLE VIII

TELEPHONE SURVEY
UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

AREA OF CERTIFICATION	NOVEMBER 1, 1987 UNFILLED VACANCIES	NOVEMBER 1, 1987 EMERGENCY CERTIFICATES	NOVEMBER 1,1988 UNFILLED VACANCIES	NOVEMBER 1,1988 EMERGENCY CERTIFICATES	NOVEMBER 1,1989 UNFILLED VACANCIES	NOVEMBER 1,1989 EMERGENCY CERTIFICATES
ELEMENTARY CLASSROOM TEACHER						
EARLY CHILDHOOD TEACHER	1.0	-			-	-
ELEMENTARY TEACHER	1.0	-	2.0		1.5	-
MUSIC	-	-			0.5	-
ELEMENTARY SPECIAL EDUCATION	3.0	1.0	3.0	1.0	4.0	1.0
TOTAL, ELEMENTARY TEACHERS	5.0	1.0	5.0	1.0	6.0	1.0
SECONDARY CLASSROOM TEACHER						
AGRICULTURE	-	-	-	-	1.0	-
BUSINESS EDUCATION	-	-	-	-	1.0	-
ENGLISH	-	-	-	-	0.5	-
ENGLISH(ESL)	-	2.0	-	-	1.0	-
MATHEMATICS	-	-	-	-	1.0	-
SCIENCE, GENERAL	-	-	-	-	2.0	-
SOCIAL STUDIES	-	-	-	-	1.0	-
SCIENCE-BIOLOGY	-	-	1.0	-	-	-
SPANISH	-	-	-	-	1.0	1.0
SECONDARY TEACHER-BILINGUAL	-	-	2.0	-	-	-
TRADE & INDUSTRIAL	-	-	-	-	-	2.5
SOCIAL STUDIES	0.5	1.0	-	1.0	0.5	-
SECONDARY SPECIAL EDUCATION	-	-	-	-	3.0	2.0
TOTAL, SECONDARY TEACHERS	0.5	3.0	3.0	1.0	12.0	5.5
TOTAL, ALL CLASSROOM TEACHERS	5.5	4.0	8.0	2.0	18.0	6.5
INSTRUCTIONAL SUPPORT						
BASIC SKILLS-READING SPECIALIST	-	-	-	-	4.5	-
COOP. WORK-STUDY SPECIALIST	-	-	-	-	1.0	-
GUIDANCE COUNSELOR	1.0	-	-	-	3.0	-
NURSE	-	-	-	-	1.0	-
LIBRARIAN	-	-	-	-	1.0	1.0
OTHER INSTRUCTIONAL SUPPORT	-	-	-	-	2.0	-
TOTAL, INSTRUCTIONAL SUPPORT	1.0	0.0	0.0	0.0	12.5	1.0
PUPIL SUPPORT						
SPEECH AND HEARING THERAPIST			2.0		4.0	-
SCHOOL PSYCHOLOGIST			1.0		-	-
NURSE					-	1.0
TOTAL, PUPIL SUPPORT	0.0	0.0	3.0	0.0	4.0	1.0
TOTAL, ALL SUPPORT	1.0	0.0	3.0	0.0	16.5	2.0
TOTAL	6.5	4.0	11.0	2.0	34.5	8.5

UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

1987-88 THRU 1989-90

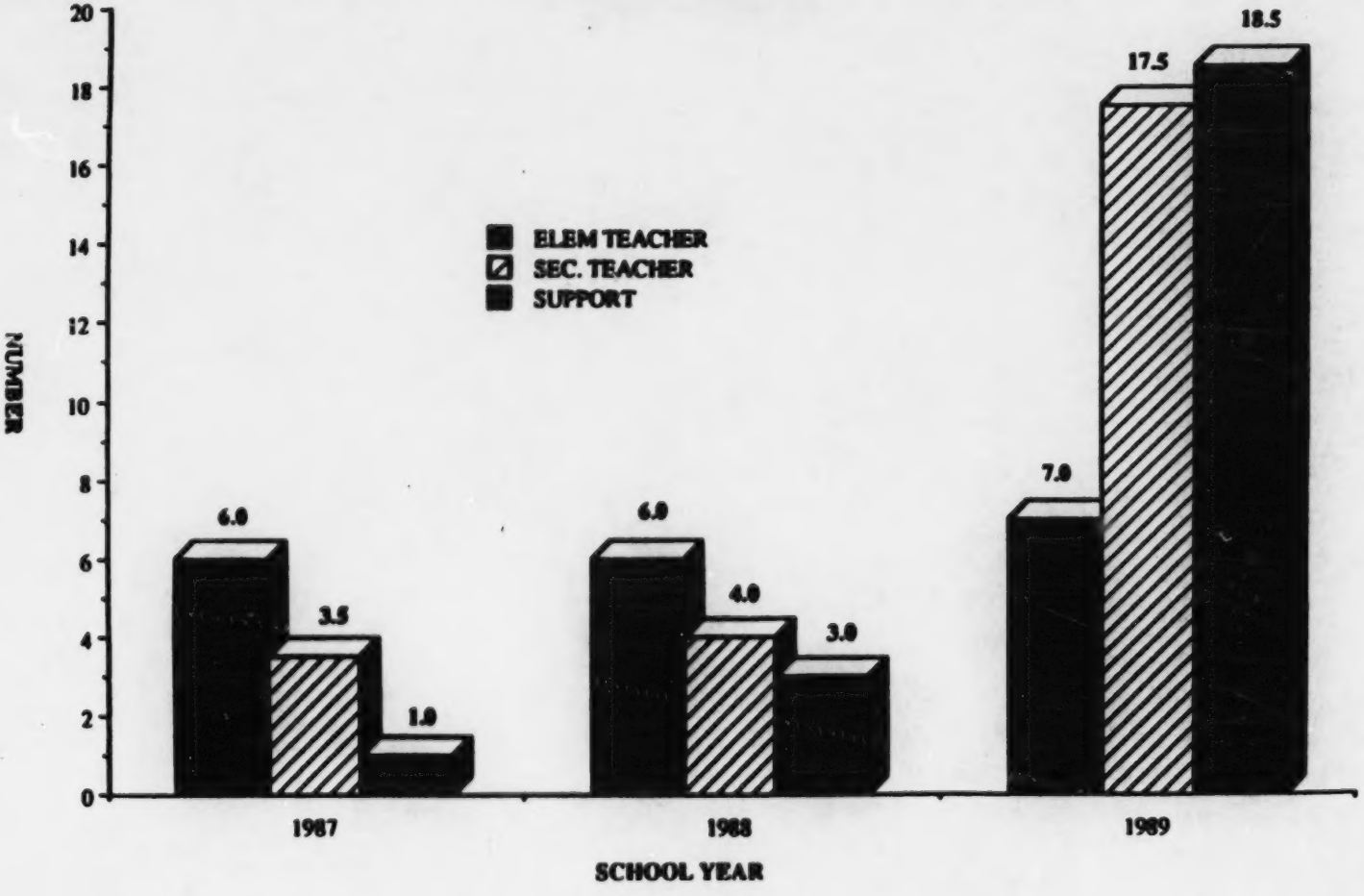

Figure I

Respondents serving the hearing impaired prioritized topical training needs (Appendix III-A). In rank order, these priorities were related service (1.1%), diagnosis and assessment (.5%), and special curricula/treatment (.7%)

The respondent serving deaf-blind students (Appendix III-B) selected the top three priorities as diagnosis and assessment, related services, and vocational education, each with a (.2%) response rate.

Training needs prioritized by respondents serving visually impaired students (Appendix III-C) indicated prioritized topical training needs in the areas of diagnosis and assessment (1.4%), placement and IEPs and related services (tied) with a .9% response rate, respectively, and special curricula/treatment (.7%)

Respondents serving orthopedically impaired (Appendix III-D) students expressed the prioritized training needs also. Ranked topical areas for training were special curricula/treatment (4.1%), diagnosis and assessment (3.6%), and related services (3.0%).

Of those respondents serving students classified as trainable mentally handicapped (Appendix III-E), the topical areas expressed as needs for training were placement and IEPs, tied with special curricula/treatment and vocational education, each with a .5% response rate. A second priority of this group was a three-way tie between administration and law, related services and transition, each with a .2% response rate.

Respondents serving students classified as severely mentally handicapped (Appendix III-F) expressed their first priority for training in a three-way tie between administration and law, prereferral considerations, and diagnosis and assessment with a .5% response rate, respectively. This group's second topical training priority was a six-way tie between placement and IEPs, related services, special curricula/treatment, least restrictive environment, and vocational education, each with a .2% response rate.

Respondents serving the mixed category of trainable and severely mentally handicapped (Appendix III-G) expressed training priorities. Tied for top priority were special curricula/treatment and vocational education (1.6%). The second priority listed was least restrictive environment (1.4%) and tied for third priority were related services and transition (1.1%).

Of those respondents serving the mixed category of educable, trainable and severely handicapped (Appendix III-H), the following training priorities were expressed. Tied for first priority, with a 1.4% response rate each, were diagnosis and assessment and special curricula/treatment. Tied for second priority, with a 1.1% response rate each, were the topical areas of administration and law and least restrictive environment. Their third training priority was related services with a .9% response rate.

One professional served students classified as autistic (Appendix III-I). This respondent selected three topical training priorities, special curricula/treatment, transition and vocational education, each with a .2% response rate.

Respondents classified as psychologists (Appendix III-J), selected prioritized topical training needs as did other groups. In rank order, these needs were expressed in the areas of diagnosis and assessment (4.8%), prereferral considerations (3.4%), and administration and law with a 3.1% response rate.

Educational diagnosticians (Appendix III-K) ranked their topical training priorities almost identical to those of psychologists. Diagnosticians selected, in rank order, diagnosis and assessment (3.4%), administration and law tied with prereferral considerations, each with a 1.9% response rate, and placement and IEPs with a 1.5% response rate.

By request of the CSPD Committee, tables were generated for respondents serving students classified as socially and emotionally maladjusted (Appendix III-L). In rank order, this group selected as their top three priorities for training special curricula/treatment (23.8%), diagnosis and assessment (23.8%), and placement and IEPs (19.0%), respectively.

Speech pathologists, physical therapists and occupational therapists, responded as a group to the call for their prioritization of the top three topical training needs (Appendix III-M). In rank order, they expressed training needs in the areas of diagnosis and assessment (52.9%), related services (27.5%), and special curricula/treatment (23.5%).

As a group, special education teachers (Appendix III-N) selected three top topical training priorities. Their top priority was special curricula/treatment (15.9%); second and third priorities were diagnosis and assessment (12.6%) and placement and IEPs (10.7%), respectively.

Regular education teachers (Appendix III-O) chose their top three priority topical training areas as well. In rank

order, their priorities were diagnosis and assessment (30.0%), prereferral considerations (26.4%), and special curricula/treatment (20.1%). An interesting parallel appears to exists between priorities expressed by both special and regular educators.

Although not a target group, prioritized topical training needs of teachers of the gifted are reported in Appendix III-P. This group selected as their top three priorities special curricula/treatment and diagnosis and assessment (tied), each with .7% response rate, prereferral considerations and related services (tied), each with .5% response rate, and other (.2%) representing a desire for training in the use of technology in the classroom.

Additional data are available upon request from the CSPD chairperson in the Division of Exceptional Children/Special Programs.

Inservice Training Plans. Inservice training needs are determined by the CSPD committee based upon prioritized results obtained from the annual training needs assessment survey. For the 1988-89 school year, the inservice prioritized needs were: (1) special curricula/treatment; (2) diagnosis and assessment; (3) least restrictive environment; (4) related services, and; (5) administration and law. The Committee, through an ad hoc task force, plans for needed training, set objectives, determines resources for implementation, and evaluates programs. The CSPD chairperson is charged with overseeing the execution of these plans.

Frequently, EHA-Part B funds are utilized for training. Additionally, a number of training needs pinpointed by the CSPD Needs Assessment Survey are addressed in the EHA-Part D grant proposal, which was approved for $66,781 during fiscal year '88/'89. Along with ECIA I (H), early childhood, local funds, and/or shared arrangements with districts, these fiscal resources supplement each other in the provision of training to the annually determined target audiences.

The specific goals for the approved EHA-Part D project are listed below:

Goal 1: To conduct IEP workshops across the three Delaware counties.

Objective 1: Provide teachers with legal requirements for the IEP.

Objective 2: Show teachers how to develop an appropriate IEP based on current assessment data, including how to address determined needs.

Objective 3: Show teachers how to monitor IEPs.

Goal 2: To conduct LRE workshops in the two Delaware counties that have not received such training.

Objective 1: Establish school-based staff support teams.

Objective 2: Train school-based teams in the identification of school needs and effective instructional/management interventions.

Goal 3: To conduct follow-up on-site coaching and mini-workshops reflecting content of summer conference.

Objective 1: Develop an observation checklist of instructional and management behaviors to be used during coaching sessions.

Objective 2: Provide district-wide mini-workshops at end of school visits and present summary of observations.

Teachers of low-incidence populations are teachers of the autistic, hearing impaired, the deaf/blind, the visually impaired, and the orthopedically handicapped. Also included in the subsample of the 1988-89 CSPD Survey were teachers of the emotionally disturbed, speech/language pathologists, psychologists, and physical and occupational therapists.

In short, these teachers (n=120) identified the following needs:

1. Diagnosis and assessment;
2. Mainstream and transition;
3. Placement and IEPs;
4. Special curricula/treatment, and; Prereferral considerations (tied).

Dissemination and Adoption. CSPD requirements mandate the acquisition and dissemination of significant information derived from research, demonstration projects, and promising educational practices/materials. "Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel...significant information and promising practices derived from educational research, demonstration, and other projects: (CFR 300.384).

The federal regulations specify the meaning of dissemination as:

1. Making those personnel, administrators, agencies, and organizations aware of the information and practices;
2. Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and

3. Use of instructional materials and another media for personnel development and instructional programming.

A description of the procedures used in Delaware to acquire, review, and disseminate significant information follows. In the mid-70s, Delaware received a grant from the National Institute of Education for research and information dissemination. A portion of these funds were used to support an Information Search and Retrieval Unit, which exists currently on a subscriber basis instead of grant funds. By making a phone call or writing a letter, any educator in the State can access 240 data bases (e.g., ERIC, Psychological Abstracts). In addition, any educator has access to the total ERIC microfiche collection, approximately 150 educational journals and 3,500 books. This service is free to the consumer.

In 1984, the Department of Public Instruction's Exceptional Children/Special Programs Division began recognizing effective programs, practices, and ideas for handicapped students. These promising practices are disseminated through the Delaware Learning Resource System (DLRS). As a result, service providers can use the programs of Project IDEA (Identifying & Disseminating Educational Alternatives) to improve services in their own schools. These practices may also be adopted in, or adapted for, other settings.

The review and selection document, and the public information brochure are available for review. Each year promising practices are nominated, reviewed for quality and appropriateness, and selections made by the review committee. Several types of awards are made, including significant monetary awards to assist practices that are responsive to major issues in special education. Possibilities for award utilization are preparation of informational brochures and public presentations at conferences and meetings.

The Delaware Learning Resource System (DLRS) provides resources and services to assist in educating handicapped children and youth. This system includes a network of four centers located across the State. LRS Center services are available to:

(a) acquire and maintain a collection of instructional materials for short-term loan to educational personnel, parents, students, and organizations;
(b) provide information on commercially available instructional assessment materials;
(c) provide the opportunity for educational computer software previews and maintain an instructional technology center;
(d) assist school districts, parents, and educational organizations with planning and implementing inservice and preservice programs, staff development workshops, and educational conferences;
(e) disseminate information on promising special education practices, as well as services and resources available for exceptional children in the State;
(f) maintain a computerized database of the client registry, the acquisition inventory, and the circulation of materials for students with handicaps.

The LRS Centers review, acquire, circulate, and disseminate information about instructional materials primarily, and to a lesser extent assist with software preview/assistive devices. Although dissemination of information is accomplished by means of a variety of methods, the most far-reaching method is the publication and distribution of a catalog of center holdings. That collection now includes approximately 21,000 items, largely supplemental instructional materials. About 4,000 clients are registered users of the centers and receive the catalog; many of these clients are parents. During the 1988/89 school year, more than 16,332 items were circulated by these centers.

Besides circulating actual materials, the LRS Centers publish and distribute a newsletter to all educational staff in the State, both public and private, three times a year. This newsletter, Spotlight on Education, contains information about innovative practices that work. The newsletter includes an annotated bibliography of newly acquired materials in each center.

One of the centers, located on the campus of the University of Delaware, serves as a supplement to the preservice

and inservice training offered at the College of Education. In May 1987 this center opened a demonstration site, Center for Technology, that houses assistive devices and adaptive equipment for use by the severely handicapped.

Centers have expanded their collection of materials and services in the areas of English as a second language, vocational/transitional education, and adult basic education. Clients, both parents and educators, are taking advantage of these resources.

Evaluation. Evaluation within the context of CSPD consists of two endeavors, namely, quantitative and qualitative evaluation related to accomplishment of training goals and objectives as well as to value to participants. Evaluation of training is enabled through the development of specific goals and objectives toward which qualitative evaluation is targeted. Preparation of evaluation forms enables post training evaluation by participants. Quantitative evaluation involves a summary of demographic data along with reporting of funding sources, dollar amounts, among other considerations. These reports are developed by the initiator of training, and submitted to the CSPD chairperson in the EC/SP Division.

Evaluation is conducted for all part EHA-D funded workshops and institutes following initial training. Depending upon need, follow-up evaluation is conducted to determine functioning and/or future need in addition to initial evaluation including participant perceptions of the presentor and content.

Evaluation of training for EHA-Part B funded workshops involves evaluation following initial training, and may involve follow-up evaluation, based on need, to determine functioning and future direction.

Local district and agency project applications funded by Chapter I (H), (116b.21), are evaluated as prescribed by Federal requirements and specified in project applications. These projects are approved by supervisors designated by the Director of EC/SP Division.

Early childhood training is conducted under Public Law 99-457 funding and evaluated under similar procedures used for other funding sources.

Additional evaluations are conducted by EC/SP staff as a part of local district and agency compliance monitoring (CCMS) and technical assistance requests. Examples of technical assistance are agreements tied to requests from local districts and agencies related to: development and implementation of IEPs;

development of LRE plans; development of local education agency operational plans; development and implementation of birth to two services; program evaluation; development of transition plans and resources; and, improvement of vocational/special education partnerships.

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

ANNUAL TRAINING NEEDS SURVEY - 1988

JUSTIFICATION: **Public Law 94-142 requires the establishment of a Comprehensive System of Personnel Development and inservice training based on an annual needs assessment. This survey is part of that needs assessment.**

District Code ☐☐

School Code ☐☐☐

Agency: _____

☐☐☐ - ☐☐ - ☐☐☐☐

Last 4 Digits of your Soc. Sec. No.

GENERAL INFORMATION

I. ☐ Your sex. (Fill box with the number matching your answer.)

1. Male 2. Female

II. ☐ Your race. (Fill box with the number matching your answer.)

1. American Indian
2. Asian American
3. Black
4. Hispanic
5. White

III. ☐☐ Your age. (Optional)

IV. ☐☐ Your employment/interest status: (Fill box with number matching selection.)

1. Special Education Teacher
2. Regular Education Teacher
3. Vocational Teachers
4. Specialty Teacher (e.g., Art, Music, Phys. Ed., etc.)
5. Adult Education Teacher
6. Interpreter-Tutor
7. Librarian, Media Specialist
8. Instructional Aide
9. Administrator
10. Professor/Instructor
11. Student/Student Teacher
12. Counselor/Human Relations/Social Worker
13. Therapist (OT, PT, ST, O + M)
14. Nurse
15. Psychologist, Psychometrist
16. Educational Diagnostician
17. Parent/Surrogate Parent
18. Other: _____ (Fill in Blank)

V. ☐☐ Type of student you serve primarily:

1. Autistic
2. Hearing Impaired
3. Deaf/Blind
4. Visually Impaired
5. Orthopedically Handicapped
6. Speech/Language Impaired
7. LD
8. SEM
9. EMH
10. TMH
11. SMH
12. Mixed (TMH/SMH)
13. Mixed (EMH/TMH/SMH)
14. Regular ("not identified")
15. Gifted
16. Health Impaired
17. Other: _____ (Fill in Blank)

VI. ☐☐ Which of the following best describes your program? (Fill box with the number matching your answer.)

1. Infants/Toddlers (Birth -2)
2. Preschool (3-4)
3. Kindergarten
4. Grades 1-3
5. Grades 4-5
6. Grades 6-8
7. Grades 9-12
8. Grades 9-12/Vo-Tech.
9. ABE/GED
10. College/University
11. LEA Superv./Admin. (Sp. Ed.)
12. LEA Superv./Admin. (Reg. Ed.)
13. Agency
14. Other: _____ (Fill in Blank)

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VII. ☐ Certification Status:

1. Standard
2. Limited Standard
3. Provisional
4. Emergency
5. Permit

VIII. ☐☐ Years of Experience in Present Position:

TRAINING FORMAT: FILL BOXES WITH THE NUMBER WHICH MATCH YOUR TOP THREE PREFERENCES

IX. ☐☐☐ The presentation formats I prefer are:

1. Mini-courses (1 inservice credit or less)
2. Formal courses (more than 1 inservice credit or college course)
3. Topical conference
4. Customized district inservice
5. Customized school inservice

X. ☐☐☐ My preference(s) for trainer(s) is/are:

1. School practitioners
2. University/college faculty
3. Parents or advocates
4. State agency personnel
5. National leaders
6. Legal experts
7. Private agency personnel
8. Federal agency personnel

XI. ☐☐☐ The type(s) of presentation(s) I prefer is/are:

1. Knowledge and information (lecture, panel discussion, symposium)
2. Problem solving (roundtable, brainstorming, role play, simulation)
3. Skill development (product demonstration and try out)
4. On-the-spot coaching
5. Observation of model sites

XII. ☐☐☐ I prefer training:

1. Immediately after school
2. Evening
3. Saturday
4. Inservice days
5. Summer
6. In-class coaching

TOPICAL AREAS

XIII. ☐☐☐ Which of the following topical areas of special education reflect your training needs? (Fill boxes with the numbers matching your top three needs.)

1. Administration and Law
2. Pre-referral Considerations
3. Diagnosis & Assessment
4. Placement and IEPs
5. Related Services
6. Special Curricula/Treatment
7. Least Restrictive Environment
8. Transition
9. Review of Pupil Progress
10. Vocational Education
11. _____ (Fill in Blank)

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For the remainder of this survey, fill in the boxes with the numbers of your *top three priorities*. You need only complete those sections you identified as needs in Item XIII. above.

ADMINISTRATION AND LAW

XIV

1. Law/Regulations for the Handicapped
2. State Administrative Manual/Revisions
3. Certification Standards for Special Educators
4. Program Quality Standards for Special Education
5. Parent Involvement in Treatment Programs
6. Maintenance and Disclosure of Student Data
7. Procedural Safeguards in the IPRD Process
8. Suspension and Expulsion
9. Peer Review and Human Rights
10. Suspected Child Abuse
11. Communicable Diseases

Cooperative agreements with:

XV.

1. Department of Public Instruction
2. Department of Correction
3. Department of Health and Social Services
4. Division of Mental Retardation
5. Division of Public Health
6. Division for the Visually Impaired
7. Division of Vocational Rehabilitation
8. Department of Services for Children, Youth and their Families
9. Division of Child Protective Services
10. Division of Child Mental Health
11. Division of Youth Rehabilitation Services
12. Youth Diagnostic Center
13. School District(s)
14. Higher Education Institutions
15. Other: _____ (Fill in Blank)

PRE-REFERRAL CONSIDERATIONS

XVI

1. Eligibility Criteria
2. Documenting Effective Teaching
3. Documenting Behavioral Interventions
4. Using Appropriate Materials
5. Collecting Performance Data
6. Classroom Organization/Management
7. Observation Techniques
8. Curriculum-Based Assessment
9. Tutoring Programs
10. Cooperative Learning
11. Relating to Cultural Minorities
12. Alternatives to Special Education
13. Other Agency Participation

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DIAGNOSIS AND ASSESSMENT

XVII. Selection, Administration, and Interpretation of Measures of:

1. Educational Achievement
2. Vocational Abilities
3. Intellectual Assessment
4. Adaptive behavior/ Functional Skill
5. Speech/Language Function
6. Emotional Adjustment
7. Social Adjustment
8. Sensory Motor Function
9. Auditory Function
10. Visual Function

PLACEMENT AND IEP

XVIII.

1. IEP Forms and Procedures
2. Due Process Procedures
3. Participating in IEP Meetings
4. Formulating Annual Goals and Short-term Objectives
5. Least Restrictive Environment
6. Mainstreaming
7. Alternative Placements
8. Pre/Vocational Programs
9. Individual Vocational Plan
10. Transition to the Work place
11. Graduation/Diploma or Certif.
12. Effecting Mainstreaming
13. Related Services
14. Other: _____

_____
(Fill in Blank)

RELATED SERVICES

XIX. Innovations, Procedures, Techniques and Strategies in:

1. Transportation of the Handicapped
2. Audiological Services
3. Visual Services
4. Orientation and Mobility
5. Psychological Services
6. Speech/Language Services
7. Physical Therapy and Rehabilitation
8. Occupational Therapy
9. Recreation/Physical Education
10. Early Identification of Disabilities
11. Communication Skills for Conferencing
12. The Parent's Role in Education
13. Surrogate Parent Training
14. School Health Services
15. Social Work Services
16. Counseling Services
17. Medical Services
18. Other: _____

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SPECIAL CURRICULA/TREATMENT

Identify Needs in Both Content Area and Special Methods/Interventions

Content Area

XX. ☐☐☐

1. Adaptive Physical Education
2. Agriculture
3. Arts
4. Bilingual/Foreign Language
5. Business & Office
6. Career Exploration
7. Driver Education
8. English/Language Arts
9. Health Education
10. Home Economics
11. Industrial Arts
12. Mathematics
13. Music
14. Reading
15. Science
16. Sensory-Motor
17. Sex Education
18. Social Skills
19. Social Studies
20. Technology
21. Trades & Industry
22. Vocation/Pre-Voc.
23. Writing
24. Other: _____
_____

Methods/Interventions

XXI. ☐☐☐

1. Selecting Effective Materials
2. Adapting Materials
3. Individualizing Instruction
4. Grouping for Instruction
5. Classroom Management
6. Behavior Modification
7. Normal Language Development
8. Computer-Assisted Instruction
9. Computer-Managed Instruction
10. Selecting Effective Software
11. Microcomputer Peripherals
12. Cooperative Learning/Peer Tutoring
13. Social Skills Training
14. Psychotherapy/Counseling
15. Other: _____
_____

(Fill in Blank)

LEAST RESTRICTIVE ENVIRONMENT

XXII. ☐☐☐

1. Determining LRE
2. IEP Documentation of LRE
3. Effectiveness Indicators
4. Related Services
5. Other: _____
_____

(Fill in Blank)

TRANSITION

XXIII. ☐☐☐

1. Interagency Cooperation/Coordination in Service Delivery
2. Adult Agencies & Service Providers
3. Children's Agencies
4. Transitional Planning (Readiness & Preparation)
5. School to Work Transition
6. Transition to a Less/More Restrictive Placement
7. Developing Special Ed/Vocational Ed Partnerships
8. Supported Employment

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REVIEW OF PUPIL PROGRESS

XXIV.
1. Developing Evaluative Criteria for Measuring Student Progress
2. Monitoring and Keeping Records
3. Revising Instructional and Related Service Programs
4. Communicating with Parents
5. Peer Review/Human Rights Committees
6. Special Education "Drop-Out"

VOCATIONAL EDUCATION

XXV.
1. Prevocational Education
2. Work Study
3. Assessment
4. Teaching Basic Skills
5. Supportive Employment
6. Other: _____

PLEASE ADD ANY COMMENTS THAT WOULD HELP CLARIFY YOUR TRAINING NEEDS.

_____

_____

_____

_____

_____

PLEASE RETURN COMPLETED FORM TO:

DUE DATE: _____

Dr. Carl M. Haltom, State Director
Exceptional Children/Special Programs Division
State Dept. of Public Instruction
P.O. Box 1402, Townsend Building
Dover, DE 19903 Tele: 736-5471
DOC. #XEC-205-588

PRIORITY CHOICES FOR#
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	147	23.3%
2. PRE-REFERRAL CONSIDERATIONS	230	36.5%
3. DIAGNOSIS & ASSESSMENT	336	53.2%
4. PLACEMENT AND IEPs	185	29.3%
5. RELATED SERVICES	191	30.3%
6. SPECIAL CURRICULA/TREATMENT	264	41.8%
7. LEAST RESTRICTIVE ENVIRONMENT	130	20.6%
8. TRANSITION	129	20.4%
9. REVIEW OF PUPIL PROGRESS	129	20.4%
10. VOCATIONAL EDUCATION	80	12.7%
11. OTHER	31	4.9%
VALID CASES	631	100.0%

INCLUDES RESPONSES FOR TOP THREE PRIORITIES FROM ALL RESPONDENTS

PRIORITY CHOICES FOR*
DIAGNOSIS AND ASSESSMENT

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. EDUCATIONAL ACHIEVEMENT	151	46.2%
2. VOCATIONAL ABILITIES	44	13.5%
3. INTELLECTUAL ASSESSMENT	159	48.6%
4. ADAPTIVE BEHAVIOR/FUNCTIONAL SKILLS	127	38.8%
5. SPEECH/LANGUAGE FUNCTION	75	22.9%
6. EMOTIONAL ADJUSTMENT	169	51.7%
7. SOCIAL ADJUSTMENT	134	41.0%
8. SENSORY MOTOR FUNCTION	41	12.5%
9. AUDITORY FUNCTION	39	11.9%
10. VISUAL FUNCTION	23	7.0%
VALID CASES	327	100.0%

INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "DIAGNOSIS AND ASSESSMENT" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
SPECIAL CURRICULA/TREATMENT

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
CONTENT AREA:		
1. ADAPTIVE PHYSICAL EDUCATION	20	8.2%
2. AGRICULTURE	4	1.6%
3. ARTS	10	4.1%
4. GROUPING FOR INSTRUCTION	11	4.5%
5. CLASSROOM MANAGEMENT	1	.4%
6. BEHAVIOR MODIFICATION	32	13.1%
7. NORMAL LANGUAGE DEVELOPMENT	7	2.9%
8. COMPUTER-ASSISTED INSTRUCTION	61	25.0%
9. COMPUTER-MANAGED INSTRUCTION	13	5.3%
10. SELECTING EFFECTIVE SOFTWARE	2	.8%
11. MICROCOMPUTER PERIPHERALS	5	2.0%
12. COOPERATIVE LEARNING/PEER TUTORING	64	26.2%
13. SOCIAL SKILLS TRAINING	4	1.6%
14. PSYCHOTHERAPY/COUNSELING	117	48.0%
15. OTHER	26	10.7%
16. INVALID ITEMS (16 & 17)	69	28.3%
17. SOCIAL SKILLS	99	40.6%
18. SOCIAL STUDIES	27	11.1%
19. TECHNOLOGY	11	4.5%
20. TRADES & INDUSTRY	11	4.5%
21. VOCATION/PRE-VOC	35	14.3%
22. WRITING	43	17.6%
23. OTHER	14	5.7%
VALID CASES	244	100.0%
METHODS/INTERVENTIONS:		
1. SELECTING EFFECTIVE MATERIALS	65	31.7%
2. ADAPTING MATERIALS	66	32.2%
3. INDIVIDUALIZING INSTRUCTION	66	32.2%
4. GROUPING FOR INSTRUCTION	36	17.6%
5. CLASSROOM MANAGEMENT	58	28.3%
6. BEHAVIOR MODIFICATION	67	32.7%
7. NORMAL LANGUAGE DEVELOPMENT	32	15.6%
8. COMPUTER-ASSISTED INSTRUCTION	43	21.0%
9. COMPUTER-MANAGED INSTRUCTION	9	4.4%
10. SELECTING EFFECTIVE SOFTWARE	14	6.8%
11. MICROCOMPUTING PERIPHERALS	7	3.4%
12. COOPERATIVE LEARNING/PEER TUTORING	22	10.7%
13. SOCIAL SKILLS TRAINING	63	30.7%
14. PSYCHOTHERAPAY/COUNSELING	42	20.5%
15. OTHER	7	3.4%
VALID CASES	205	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "SPECIAL CURRICULA/TREATMENT" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
"PRE-REFERRAL CONSIDERATIONS

ADULT TRAINING NEEDS SURVEY - 1993

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. ELIGIBILITY CRITERIA	117	51.5%
2. DOCUMENTING EFFECTIVE TEACHING	52	22.9%
3. DOCUMENTING BEHAVIORAL INTERVENTIONS	103	45.4%
4. USING APPROPRIATE MATERIALS	63	27.8%
5. COLLECTING PERFORMANCE DATA	42	18.5%
6. CLASSROOM ORGANIZATION/MANAGEMENT	63	27.8%
7. OBSERVATION TECHNIQUES	49	21.6%
8. CURRICULUM-BASED ASSESSMENT	36	15.9%
9. TUTORING PROGRAMS	19	8.4%
10. COOPERATIVE LEARNING	25	11.0%
11. RELATING TO CULTURAL MINORITIES	18	7.9%
12. ALTERNATIVES TO SPECIAL EDUCATION	84	37.0%
13. OTHER AGENCY PARTICIPATION	8	3.5%
VALID CASES	227	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PRE-REFERRAL CONSIDERATIONS" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
RELATED SERVICES

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
INNOVATIONS, PROCEDURES, TECHNIQUES AND STRATEGIES IN:		
1. TRANSPORTATION OF THE HANDICAPPED	13	7.0%
2. AUDIOLOGICAL SERVICES	17	9.1%
3. VISUAL SERVICES	12	6.5%
4. ORIENTATION AND MOBILITY	5	2.7%
5. PSYCHOLOGICAL SERVICES	60	32.3%
6. SPEECH/LANGUAGE SERVICES	51	27.4%
7. PHYSICAL THERAPY AND REHABILITATION	20	10.8%
8. OCCUPATIONAL THERAPY	34	18.3%
9. RECREATION/PHYSICAL EDUCATION	10	5.4%
10. EARLY IDENTIFICATION OF DISABILITIES	108	58.1%
11. COMMUNICATION SKILLS OF CONFERENCING	43	23.1%
12. THE PARENT'S ROLE IN EDUCATION	46	24.7%
13. SURROGATE PARENT TRAINING	1	.5%
14. SCHOOL HEALTH SERVICES	6	3.2%
15. SOCIAL WORK SERVICES	26	14.0%
16. COUNSELING SERVICES	86	46.2%
17. MEDICAL SERVICES	6	3.2%
18. OTHER	4	2.2%
VALID CASES	186	100.0%

*INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "RELATED SERVICES" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
PLACEMENT AND IEP

ADULT TRAINING NEEDS SURVEY - 1989

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. IEP FORMS AND PROCEDURES	89	50.3%
2. DUE PROCESS PROCEDURES	39	22.0%
3. PARTICIPATING IN IEP MEETINGS	57	32.2%
4. FORMULATING ANNUAL GOALS AND SHORT-TERM OBJECTIVES	83	46.9%
5. LEAST RESTRICTIVE ENVIRONMENT	41	23.2%
6. EFFECTING MAINSTREAMING	52	29.4%
7. ALTERNATIVE PLACEMENTS	67	37.9%
8. PRE/VOCATIONAL PROGRAMS	11	6.2%
9. INDIVIDUAL VOCATIONAL PLAN	8	4.5%
10. TRANSITION TO THE WORK PLACE	8	4.5%
11. GRADUATION/DIPLOMA OR CERTIF	8	4.5%
12. EFFECTING MAINSTREAMING	49	27.7%
13. RELATED SERVICES	12	6.8%
14. OTHER	2	1.1%
VALID CASES	177	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PLACEMENT AND IEP" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
ADMINISTRATION AND LAW

ADULT TRAINING NEEDS SURVEY - 1988

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. LAW/REGULATIONS FOR THE HANDICAPPED.....	86	59.3%
2. STATE ADMINISTRATIVE MANUAL/REVISIONS...	55	37.9%
3. CERTIFICATION STANDARDS FOR SPECIAL EDUCATORS.....	24	16.6%
4. PROGRAM QUALITY STANDARDS FOR SPECIAL EDUCATION.....	59	40.7%
5. PARENT INVOLVEMENT IN TREATMENT PROGRAMS	37	25.5%
6. MAINTENANCE AND DISCLOSURE OF STUDENT DATA.....	23	15.9%
7. PROCEDURAL SAFEGUARDS IN THE THE IPRO PROCESS.....	17	11.7%
8. SUSPENSION AND EXPULSION.....	45	31.0%
9. PEER REVIEW AND HUMAN RIGHTS.....	21	14.5%
10. SUSPECTED CHILD ABUSE.....	47	32.4%
11. COMMUNICABLE DISEASES.....	14	9.7%
VALID CASES.....	145	100.0%
COOPERATIVE AGREEMENTS WITH:		
1. DEPT. OF PUBLIC INSTRUCTION.....	49	42.2%
2. DEPT. OF CORRECTION.....	12	10.3%
3. DEPT. OF HEALTH AND SOCIAL SERVICES.....	34	29.3%
4. DIV. OF MENTAL RETARDATION.....	13	11.2%
5. DIV. OF PUBLIC HEALTH.....	12	10.3%
7. DIV. OF VOCATIONAL REHABILITATION.....	15	12.9%
8. DEPT. OF SERVICES FOR CHILDREN, YOUTH AND FAMILIES.....	43	37.1%
9. DIV. OF CHILD PROTECTIVE SERVICES.....	58	50.0%
10. DIV. OF CHILD MENTAL HEALTH.....	25	21.6%
11. DIV. OF YOUTH REHABILITATION SERVICES..	12	10.3%
12. YOUTH DIAGNOSTIC CENTER.....	20	17.2%
13. SCHOOL DISTRICT(S).....	30	25.9%
14. HIGHER EDUCATION INSTITUTIONS.....	5	4.3%
15. OTHER.....	2	1.7%
VALID CASES.....	116	100.0%

*INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "ADMINISTRATION AND LAW" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
HEARING IMPAIRED

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	1	.2%
2. PRE-REFERRAL CONSIDERATIONS	2	.5%
3. DIAGNOSIS & ASSESSMENT	4	.9%
4. PLACEMENT AND IEPs	0	.0%
5. RELATED SERVICES	5	1.1%
6. SPECIAL CURRICULA/TREATMENT	3	.7%
7. LEAST RESTRICTIVE ENVIRONMENT	1	.2%
8. TRANSITION	1	.2%
9. REVIEW OF PUPIL PROGRESS	1	.2%
10. VOCATIONAL EDUCATION	1	.2%
11. OTHER	1	.2%
VALID CASES	7	1.6%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

APPENDIX III-B

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
DEAF/HEARD

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	0	.0%
3. DIAGNOSIS & ASSESSMENT	1	.2%
4. PLACEMENT AND IEPs	0	.0%
5. RELATED SERVICES	1	.2%
6. SPECIAL CURRICULA/TREATMENT	0	.0%
7. LEAST RESTRICTIVE ENVIRONMENT	0	.0%
8. TRANSITION	0	.0%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	1	.2%
11. OTHER	0	.0%
VALID CASES	1	.2%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR#
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1983

STUDENT TYPE:
VISUALLY IMPAIRED

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	0	.0%
3. DIAGNOSIS & ASSESSMENT	6	1.4%
4. PLACEMENT AND IEPs	4	.9%
5. RELATED SERVICES	4	.9%
6. SPECIAL CURRICULA/TREATMENT	3	.7%
7. LEAST RESTRICTIVE ENVIRONMENT	0	.0%
8. TRANSITION	2	.5%
9. REVIEW OF PUPIL PROGRESS	1	.2%
10. VOCATIONAL EDUCATION	0	.0%
11. OTHER	1	.2%
VALID CASES	7	1.6%

INCLUDES RESPONSES FOR TOP THREE PRIORITIES

APPENDIX III-D

PRIORITY CHOICES FOR#
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
ORTHOPEDICALLY HANDICAPPED

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	3	.7%
2. PRE-REFERRAL CONSIDERATIONS	1	.2%
3. DIAGNOSIS & ASSESSMENT	16	3.6%
4. PLACEMENT AND IEPs	7	1.6%
5. RELATED SERVICES	13	3.0%
6. SPECIAL CURRICULA/TREATMENT	18	4.1%
7. LEAST RESTRICTIVE ENVIRONMENT	12	2.7%
8. TRANSITION	11	2.5%
9. REVIEW OF PUPIL PROGRESS	8	1.8%
10. VOCATIONAL EDUCATION	3	.7%
11. OTHER	0	.0%
VALID CASES	32	7.3%

INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
TMH

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	1	.2%
2. PRE-REFERRAL CONSIDERATIONS	0	.0%
3. DIAGNOSIS & ASSESSMENT	0	.0%
4. PLACEMENT AND IEPs	2	.5%
5. RELATED SERVICES	1	.2%
6. SPECIAL CURRICULA/TREATMENT	2	.5%
7. LEAST RESTRICTIVE ENVIRONMENT	0	.0%
8. TRANSITION	1	.2%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	2	.5%
11. OTHER	0	.0%
VALID CASES	3	.7%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1986

STUDENT TYPE:
ASM

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	2	.5%
2. PRE-REFERRAL CONSIDERATIONS	2	.5%
3. DIAGNOSIS & ASSESSMENT	2	.5%
4. PLACEMENT AND IEPs	1	.2%
5. RELATED SERVICES	1	.2%
6. SPECIAL CURRICULA/TREATMENT	1	.2%
7. LEAST RESTRICTIVE ENVIRONMENT	1	.2%
8. TRANSITION	0	.0%
9. REVIEW OF PUPIL PROGRESS	1	.2%
10. VOCATIONAL EDUCATION	1	.2%
11. OTHER	0	.0%
VALID CASES	4	.9%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
MIXED (TMH/SMH)

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	1	.2%
2. PRE-REFERRAL CONSIDERATIONS	1	.2%
3. DIAGNOSIS & ASSESSMENT	3	.7%
4. PLACEMENT AND IEPs	3	.7%
5. RELATED SERVICES	5	1.1%
6. SPECIAL CURRICULA/TREATMENT	7	1.6%
7. LEAST RESTRICTIVE ENVIRONMENT	6	1.4%
8. TRANSITION	5	1.1%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	7	1.6%
11. OTHER	1	.2%
VALID CASES	13	3.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
MIXED (EMH/TMH/SMH)

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	5	1.1%
2. PRE-REFERRAL CONSIDERATIONS	3	.7%
3. DIAGNOSIS & ASSESSMENT	6	1.4%
4. PLACEMENT AND IEPs	0	.0%
5. RELATED SERVICES	4	.9%
6. SPECIAL CURRICULA/TREATMENT	6	1.4%
7. LEAST RESTRICTIVE ENVIRONMENT	5	1.1%
8. TRANSITION	1	.2%
9. REVIEW OF PUPIL PROGRESS	1	.2%
10. VOCATIONAL EDUCATION	2	.5%
11. OTHER	1	.2%
VALID CASES	12	2.7%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

STUDENT TYPE:
AUTISTIC

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	0	.0%
3. DIAGNOSIS & ASSESSMENT	0	.0%
4. PLACEMENT AND IEPs	0	.0%
5. RELATED SERVICES	0	.0%
6. SPECIAL CURRICULA/TREATMENT	1	.2%
7. LEAST RESTRICTIVE ENVIRONMENT	0	.0%
8. TRANSITION	1	.2%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	1	.2%
11. OTHER	0	.0%
VALID CASES	1	.2%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

POSITION:
PSYCHOLOGIST,PSYCHOMETRIST

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	10	3.1%
2. PRE-REFERRAL CONSIDERATIONS	18	3.4%
3. DIAGNOSIS & ASSESSMENT	25	4.8%
4. PLACEMENT AND IEPs	11	2.1%
5. RELATED SERVICES	14	2.7%
6. SPECIAL CURRICULA/TREATMENT	15	2.9%
7. LEAST RESTRICTIVE ENVIRONMENT	11	2.1%
8. TRANSITION	11	2.1%
9. REVIEW OF PUPIL PROGRESS	6	1.1%
10. VOCATIONAL EDUCATION	6	1.1%
11. OTHER	5	1.0%
VALID CASES	47	9.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR#
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

POSITION:
EDUCATIONAL DIAGNOSTICIAN

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	10	1.9%
2. PRE-REFERRAL CONSIDERATIONS	10	1.9%
3. DIAGNOSIS & ASSESSMENT	18	3.4%
4. PLACEMENT AND IEPs	8	1.5%
5. RELATED SERVICES	3	.6%
6. SPECIAL CURRICULA/TREATMENT	5	1.0%
7. LEAST RESTRICTIVE ENVIRONMENT	6	1.1%
8. TRANSITION	5	1.0%
9. REVIEW OF PUPIL PROGRESS	1	.2%
10. VOCATIONAL EDUCATION	6	1.1%
11. OTHER	2	.4%
VALID CASES	25	4.8%

INCLUDES RESPONSES FOR TOP THREE PRIORITIES

ITEM SUMMARY* APPENDIX III-L

TOPICAL AREA PREFERENCES

ADULT TRAINING NEEDS SURVEY - 1988

SEM Teachers

SURVEY ITEM	FREQUENCY	PERCENT
XIII. TRAINING NEEDS - MAJOR TOPICS (CHOICE #1)		
1. ADMINISTRATION AND LAW	4	19.0%
3. DIAGNOSIS & ASSESSMENT	3	14.3%
4. PLACEMENT AND IEPs	3	14.3%
5. RELATED SERVICES	2	9.5%
6. SPECIAL CURRICULA/TREATMENT	5	23.8%
7. LEAST RESTRICTIVE ENVIRONMENT	1	4.8%
8. TRANSITION	1	4.8%
9. REVIEW OF PUPIL PROGRESS	2	9.5%
TOTAL	21	100.0%
XIII. TRAINING NEEDS - MAJOR TOPICS (CHOICE #2)		
1. ADMINISTRATION AND LAW	1	4.8%
2. PRE-REFERRAL CONSIDERATIONS	2	9.5%
3. DIAGNOSIS & ASSESSMENT	5	23.8%
4. PLACEMENT AND IEPs	3	14.3%
6. SPECIAL CURRICULA/TREATMENT	3	14.3%
7. LEAST RESTRICTIVE ENVIRONMENT	1	4.8%
8. TRANSITION	4	19.0%
9. REVIEW OF PUPIL PROGRESS	1	4.8%
10. VOCATIONAL EDUCATION	1	4.8%
TOTAL	21	100.0%
XIII. TRAINING NEEDS - MAJOR TOPICS (CHOICE #3)		
1. ADMINISTRATION AND LAW	1	4.8%
2. PRE-REFERRAL CONSIDERATIONS	1	4.8%
3. DIAGNOSIS & ASSESSMENT	2	9.5%
4. PLACEMENT AND IEPs	4	19.0%
5. RELATED SERVICES	2	9.5%
6. SPECIAL CURRICULA/TREATMENT	2	9.5%
7. LEAST RESTRICTIVE ENVIRONMENT	1	4.8%
8. TRANSITION	3	14.3%
9. REVIEW OF PUPIL PROGRESS	2	9.5%
10. VOCATIONAL EDUCATION	3	14.3%
TOTAL	21	100.0%

* INCLUDES ALL RESPONDENTS

ITEM SUMMARY*
TOPICAL AREA PREFERENCES

ADULT TRAINING NEEDS SURVEY - 1988

SP, PT, OT

SURVEY ITEM	FREQUENCY	PERCENT
XIII TRAINING NEEDS - MAJOR TOPICS (CHOICE #1)		
1 ADMINISTRATION AND LAW	2	3.9%
2 PRE-REFERRAL CONSIDERATIONS	1	2.0%
3 DIAGNOSIS & ASSESSMENT	27	52.9%
5 RELATED SERVICES	12	23.5%
6 SPECIAL CURRICULA/TREATMENT	4	7.8%
7 LEAST RESTRICTIVE ENVIRONMENT	1	2.0%
8 TRANSITION	2	3.9%
9 REVIEW OF PUPIL PROGRESS	1	2.0%
11 OTHER	1	2.0%
TOTAL	51	100.0%
XIII TRAINING NEEDS - MAJOR TOPICS (CHOICE #2)		
1 ADMINISTRATION AND LAW	3	5.9%
2 PRE-REFERRAL CONSIDERATIONS	4	7.8%
3 DIAGNOSIS & ASSESSMENT	8	15.7%
4 PLACEMENT AND IEPs	12	23.5%
5 RELATED SERVICES	14	27.5%
6 SPECIAL CURRICULA/TREATMENT	4	7.8%
7 LEAST RESTRICTIVE ENVIRONMENT	4	7.8%
8 TRANSITION	1	2.0%
11 OTHER	1	2.0%
TOTAL	51	100.0%
XIII TRAINING NEEDS - MAJOR TOPICS (CHOICE #3)		
1 ADMINISTRATION AND LAW	3	5.9%
2 PRE-REFERRAL CONSIDERATIONS	4	7.8%
3 DIAGNOSIS & ASSESSMENT	4	7.8%
4 PLACEMENT AND IEPs	7	13.7%
5 RELATED SERVICES	7	13.7%
6 SPECIAL CURRICULA/TREATMENT	12	23.5%
7 LEAST RESTRICTIVE ENVIRONMENT	2	3.9%
8 TRANSITION	1	2.0%
9 REVIEW OF PUPIL PROGRESS	4	7.8%
10 VOCATIONAL EDUCATION	2	3.9%
11 OTHERS	2	3.9%
MISSING RESPONSES	3	5.9%
TOTAL	51	100.0%

* INCLUDES ALL RESPONDENTS

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1988

POSITION:
SPECIAL EDUCATION TEACHER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	51	9.8%
2. PRE-REFERRAL CONSIDERATIONS	45	8.6%
3. DIAGNOSIS & ASSESSMENT	66	12.6%
4. PLACEMENT AND IEPs	56	10.7%
5. RELATED SERVICES	41	7.8%
6. SPECIAL CURRICULA/TREATMENT	83	15.9%
7. LEAST RESTRICTIVE ENVIRONMENT	36	6.9%
8. TRANSITION	38	7.3%
9. REVIEW OF PUPIL PROGRESS	38	7.3%
10. VOCATIONAL EDUCATION	38	7.3%
11. OTHER	7	1.3%
VALID CASES	168	32.1%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

BEST COPY AVAILABLE

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1989

POSITION:
REGULAR EDICATION TEACHER

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	45	8.6%
2. PRE-REFERRAL CONSIDERATIONS	138	26.4%
3. DIAGNOSIS & ASSESSMENT	157	30.0%
4. PLACEMENT AND IEPs	76	14.5%
5. RELATED SERVICES	61	11.7%
6. SPECIAL CURRICULA/TREATMENT	105	20.1%
7. LEAST RESTRICTIVE ENVIRONMENT	52	9.9%
8. TRANSITION	55	10.5%
9. REVIEW OF PUPIL PROGRESS	73	14.0%
10. VOCATIONAL EDUCATION	18	3.4%
11. OTHER	6	1.1%
VALID CASES	267	51.1%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

BEST COPY AVAILABLE

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1983

STUDENT TYPE:
GIFTED

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. ADMINISTRATION AND LAW	0	.0%
2. PRE-REFERRAL CONSIDERATIONS	2	.5%
3. DIAGNOSIS & ASSESSMENT	3	.7%
4. PLACEMENT AND IEPs	0	.0%
5. RELATED SERVICES	2	.5%
6. SPECIAL CURRICULA/TREATMENT	3	.7%
7. LEAST RESTRICTIVE ENVIRONMENT	0	.0%
8. TRANSITION	0	.0%
9. REVIEW OF PUPIL PROGRESS	0	.0%
10. VOCATIONAL EDUCATION	0	.0%
11. OTHER	1	.2%
VALID CASES	4	.9%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES